

The Stable School Careers Policy

The Stable School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: Melrose Education Limited

The Stable School Senior Leadership Team have overall responsibility for this policy.

This policy can be made available in larger print or more accessible format if required.

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
Sept 2022	Sept 2023		1	
		June 2023	2	June 2024

Vision and Values

Vision

At The Stable School we are committed to implementing a careers programme that focuses on raising student aspirations and broadening their horizons. We empower our students to ensure they are able to make aspirational choices that are realistic and meet their needs for the future.

The school is working towards all 8 Gatsby Benchmarks with a personalised approach. This approach significantly increases the chances of the young person successfully transitioning on to a post-16 setting of their choice and ensures their needs both current and for the future are at the forefront of decision making.

Values

The Stable School values are embedded into the careers programme through the following:

Respect – To promote positive, respectful relationships to enable participation in their local community and as global citizens. To understand how to build connections within the workplace and wider industries.

Reflect – To be able to question and reflect on both their options and actions in order to make informed decisions on their futures.

Believe – To have belief in, and a positive vision of themselves for their future including both post-16 pathways as well as longer-term dreams and goals.

Statutory Requirements and Expectations

The school is committed to fulfilling its statutory duties in relation to careers education and guidance. The Education Act 1997 places a duty on schools to give students in Years 7 - 11 access to careers education, information and guidance. The school also follows the statutory [Careers Guidance and Access For Education and Training Providers Statutory Guidance \(2022\)](#).

Learner Entitlement

Every pupil is entitled to a high-quality careers education and guidance as part of their overall education which includes ensuring every pupil has a meaningful plan in place for the next stage of their journey after The Stable School.

The careers programme will be delivered in line with the 8 Gatsby Benchmarks, which sets out a framework for the organisation of careers provision within schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Further information can be found at: [Implementing the Gatsby benchmarks \(goodcareerguidance.org.uk\)](https://www.goodcareerguidance.org.uk)

By the end of their time at The Stable School, all pupils should be well prepared to enter the next stage of their life.



Management & Delivery

We recognise the importance of putting in place effective arrangements for the management and delivery of the careers programme. Our careers plan breaks down how the strands of the programme will be implemented, identifies staff responsibilities and monitors progress.

Roles and Responsibilities

The Senior Leadership Team is responsible for strategic oversight of the careers programme and ensuring suitable time and resources are available for its effective delivery.

The Careers Leader is responsible for day-to-day management of the careers programme, monitoring and reporting on its delivery and providing advice and support to staff.

During the 22/23 school year, subject co-ordinators and Key Stage Leaders will become responsible for ensuring that the careers education is woven into their schemes of work and delivered in line with the whole school careers programme. This development is part of schools strategic 3-year plan for development of careers across the school.

All staff are expected to contribute to the careers learning and development of pupils in their different roles as teachers, support practitioners, subject co-ordinators and mentors.

Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will ensure staff have access to CPD training and routinely ask for input on areas they would like further training in. The Careers Leader is available to provide bespoke advice or support where needed.

Funding & Resourcing

Funding for careers will be allocated in the school budget in accordance with school policy and at a level needed to achieve the aims of the policy.

Teaching, Learning and Assessment

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance.

It is fundamental to the Stable School's philosophy that we provide a rich and diverse learning environment in which every child can have their social, emotional, and mental health needs met. This approach empowers our students to progress and achieve their academic potential.

Learning about careers is part of our vocational AIM courses - Construction, Hair & Beauty, Catering, Engineering, Digital Technology, Creative Design and Health, Lifestyle & Science. Over the 22/23 school year it will also be woven into all areas of our curriculum, including STEM subjects.

Educational visits and encounters with workplaces and employers/employees will be arranged for each unit of study within the vocational AIM courses and throughout the year, as appropriate, organised by the tutors.

Information, Advice and Guidance

We will ensure that all pupils have access to independent and impartial career guidance delivered by a Level 6 or above qualified careers advisor who upholds the professional standards of the Career Development Institute. This is alongside tailored information and advice for each pupil about the pathways open to them. Our aim is for each of our pupils to make informed decisions about their future options.

Careers information and general guidance will be delivered to all KS3 and KS4 year groups within tutor time on a weekly basis as well as ensuring our pupils have opportunities to visit and engage with a range of further and higher education settings, colleges, alternative post-16 providers, apprenticeship information and employers and workplaces.

Monitoring, Reviewing, Evaluating and Reporting

The implementation of the careers programme will be monitored and reviewed by the Careers Leader using the Careers Plan with progress being kept under regular review by the Headteacher.

Feedback on specific aspects of the programme is regularly sought from pupils, parent/carers, teachers and employers to identify areas of improvement. At the end of Yr 11 evaluation forms are sent to parent/carers and pupils.

In KS4 detailed records are kept by the Careers Leader of each pupil to track progress in their post-16 planning, preparation and transition work such as college visits and work experience. Tutors can also add to a student's record of personal development. In KS3 tutors will keep records of career learning and associated personal development.

The Careers Leader will undertake a twice-yearly review using the Compass Evaluation Tool, on the implementation and activity relating to the 8 Gatsby Benchmarks as provided by the Career and Enterprise Company. This will highlight strengths and areas for improvement, the outcomes reported will be shared with the Senior Leadership Team.

The effectiveness of the careers plan and programme will be kept under review at SLT level, with a more formal evaluation taking place every 3 years.

Stakeholders and Partners

Parents/carers

We recognise the important role that parents/carers have in their child's career development and aim to partner with them to aid development of both confidence and capability to support their child's planning and decision-making whilst recognising and understanding the complexity of the post-16 landscape.

Information for parents will be made readily available and will include:

- regular opportunities for school to meet with parents/carers throughout the school year
- information sent home and in the termly careers/post-16 newsletters
- Pathway Reports for pupil's EHC Plan Annual Reviews
- availability of the Careers Leader at parents/carers open evenings and option events.

The Careers Leader is also available to meet with parents/carers at any time throughout the school year.

Careers Support Agencies

The school has an annual arrangement to use an external service to provide careers guidance for our students from a Level 6 or above qualified professional who meets the standard recognised by the CDI (Careers Development Institute).



The school also works closely with SEND teams in different Local Authorities to provide the best advice and support to pupils as they explore and then progress post-16 transitions.

Employers, Community Partners and Learning Providers

The Stable School is committed to working collaboratively with employers, local colleges, other learning providers and apprenticeship/traineeship providers.

All pupils benefit from visits to different workplaces, as well as employer and employee visitors to the school and connections with the outreach programme from Bournemouth University. As they move into Yr 10 and Yr 11, they are offered the opportunity to undertake a work placement, and if appropriate visits to colleges and encounters with apprenticeship providers.

The Stable School's Baker Clause Policy sets out arrangements for provider access.

References

The Gatsby Benchmarks

[Implementing the Gatsby benchmarks \(goodcareerguidance.org.uk\)](https://www.gatsby.org.uk/guidance/implementation)

Careers Guidance and Access for Education and Training Providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

CDI (Career Development Institute – Developing a Careers Policy November 2019

https://www.thecdi.net/write/Briefing_Paper_-_Developing_a_Careers_Policy_-_Final.pdf